DOCUMENT RESUME

ED 338 816 CE 059 451

TITLE	The Compact Project: Final Report.
INSTITUTION	National Alliance of Business, Inc., Washington, D.C.
SPONS AGENCY	Department of Health and Human Services, Washington, D.C.
REPORT NO	ISBN-0-88713-820-9
PUB DATE	91
NOTE	35p.
AVAILABLE FROM	National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005-3917.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Community Support; *Cooperative Programs; *Coordination; Corporate Support; *Dropout Prevention; Educational Improvement; *Education Work Relationship; Elementary Secondary Education; *High Risk Students; Job Placement; Job Training; Potential Dropouts; Program Descriptions; Program Development; Program Implementation; *School Business Relationship; School Community Relationship
IDENTIFIERS	*Compact Project (NAB)

ABSTRACT

The National Alliance of Business (NAB) surveyed the 12 sites that participated in the Compact Project to develop and implement programs of business-education collaboration. NAB studied start-up activities, key players, conditions for collaboration, accomplishments, challenges, and future plans. Program outcomes indicated that building successful coalitions was dependent on context, the elements of which are as follows: historical relationships, communication and understanding, solid leadership, ongoing discussion, commitment, action, and a "whole student" focus. The 12 projects included the following: Albuquerque (New Mexico) Business Education Compact; Cincinnati (Ohio) Youth Collaborative; Detroit (Michigan) Compact; Invest Indianapolis (Indiana); Louisville (Kentucky) Education and Employment Partnership; Memphis (Tennessee) Youth Initiative; Greater Miami (Florida) Partnership; Pittsburgh (Pennsylvania) Promise; Providence (Rhode Island) Compact; Rochester (New York) Jobs, Inc.; San Diego (California) Compact; and Seattle (Washington) Youth Investment. A description and goals, accomplishments, and challenges were documented for each site. NAB found a diversity of responses--from single school job programs to projects that delivered comprehensive services from preschool throughout the high school years. In a few of the cities, the Compact Project completed the funding cycle. In some, it survived as part of other community initiatives or as a new program that was an extension of the original. (Information on project contacts is appended.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED338816

THE COMPACT PROJECT:

FINAL REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

H White

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE059451

NATIONAL ALLIANCE OF BUSINESS

BEST COPY AVAILABLE

THE COMPACT PROJECT:

FINAL REPORT

NATIONAL ALLIANCE OF BUSINESS

ISBN O–88713–820–9

Copyright ©1991 by the National Alliance of Business, Washington, D.C.
All rights reserved. No part of this book may be reproduced in any form
without permission in writing from the publisher.

CONTENTS

Preface i

Introduction iii

Goals 1

Outcomes 2

The Compact Cities 5

- **The Albuquerque Business Education Compact** 6
- **The Cincinnati Youth Collaborative** 8
- **The Detroit Compact** 10
- **Invest Indianapolis** 12
- **The Louisville Education and Employment Partnership** 13
- **The Memphis Youth Initiative** 15
- **The Greater Miami Partnership** 16
- **The Pittsburgh Promise** 17
- **The Providence Compact** 20
- **Rochester Jobs, Inc.** 21
- **The San Diego Compact** 22
- **The Seattle Youth Investment** 23

Acknowledgements 25

PREFACE

With this report, NAB concludes a highly informative project on the involvement of business in educational change. While business people and educators can point to thousands of partnerships, just a few years ago, when we began this project, very few of those partnerships were directed at widespread improvements in educational achievement, and almost none focused on district-wide or statewide improvement.

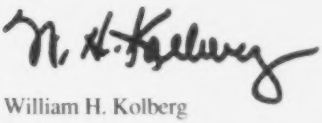
Building on the experiences of the Boston Compact, the NAB Compact Project was intended to be different, and we and our partners in 12 cities learned much. In so doing, the project set the course for the National Alliance of Business for the 1990's.

We learned that our students will perform better only if we totally revamp our schools. Further, we learned that for business to become involved in fostering these changes, it must behave differently. Simply writing a check will not help the vast majority of students—nor will limited "feel good" projects. And we learned that the promise of jobs to graduates will not affect the attitudes and behaviors of those already prone to drop out. Educating our children effectively requires far deeper changes that strike at the heart of how and what we teach our children. Business must make long-term commitments, invest time in building trust, be prepared to engage in the politics of education, and most importantly, build broad-based coalitions for change.

The Compact Project has directly resulted in NAB's commitment to help business people and educators discover how business can be most instrumental in effecting fundamental change. We have established NAB's Center for Excellence in Education expressly for that purpose.

High on the Center's priorities is to identify ways that successful corporate restructuring experiences can be translated to the education environment. In particular, we will do research and work in selected sites to understand how business management, organizational and staff development experiences can help educators. We will work in states and communities to help build the kinds of coalitions the Compact Project pointed out were needed. And, we will recommend federal, state and local policies and practices we believe will create the environment for risk-taking and change that is necessary.

NAB greatly appreciates the efforts of the 12 sites that participated with us in the Compact Project. They have pointed out the difficulties and tremendous energy needed to foster systemic change, but they have moved all of us a step closer to understanding what needs to be done and how we should go about it.



William H. Kolberg
President

INTRODUCTION

In June of 1986, the National Alliance of Business (NAB) joined with employers and educators in seven selected cities around the country to launch the Compact Project — a nationwide attempt to foster local solutions to the poor academic performance and job prospects of youth at risk of dropping out of school.

Inspired by the pioneering efforts of the Boston Compact, NAB sought to develop and implement programs of business/education collaboration. The four-year effort was funded by the U.S. Department of Health and Human Services, the U.S. Department of Labor, and the MacArthur and Reader's Digest foundations.

The seven cities initially chosen by NAB to participate in the project were Albuquerque, Cincinnati, Indianapolis, Louisville, Memphis, San Diego, and Seattle. During the project's second year, the Alliance selected five additional sites — Detroit, Miami/Dade County, Pittsburgh, Providence, and Rochester.

NAB provided small planning grants, training, and technical assistance to participating communities. Each was encouraged to shape its own strategies and programs based on local conditions. Thus, each effort has yielded a different focus and outcome.

With the Compact Project now concluded, NAB has surveyed the 12 sites to learn about start-up activities, key players, conditions for collaboration, accomplishments, challenges, and future plans. NAB found a diversity of responses — from single school job programs to projects that deliver comprehensive services from preschool throughout the high school years. In a few of the cities, the Compact Project completed with the funding cycle. In some, it has survived as part of other community initiatives or as a new program that is an extension of the original. In others, successful programs are being enhanced as a result of the partners' increased understanding of the need for change in the education system.

School-business collaborations are on the agendas of many communities as they address the issues of education improvement and reform. This report summarizes the experiences of the 12 Compact cities. It is hoped the lessons learned from their efforts will help other communities to forge successful business/education partnerships and thus help create an education system that is more responsive to the needs of students, educators, and business people.

GOALS

As its primary goal, each of the 12 sites sought to develop business/education collaboratives that set long term, measurable objectives for academic improvement on the part of schools and at-risk students. In exchange, employers were asked to pledge job opportunities. The project hypothesized that by working together to reinforce the benefits of completing school and successfully moving on to work or higher education, employers and educators would effect fundamental change in the academic system. This change would permanently improve the educational and employment outcomes for at-risk youth as well as influence systemic educational change.

Other goals of the Compact Project included:

- helping businesses meet local hiring needs;
- helping Compact cities develop workable partnerships;
- monitoring the progress of the partnerships and sharing the knowledge gained with interested parties throughout the nation;
- encouraging networking among communities that have established Compact programs or would like to start them;
- creating a forum for developing national policies on education and employment issues affecting youth; and
- institutionalizing the Compact partnerships as ongoing community operated programs.

OUTCOMES

When NAB and the Compact cities began the project four years ago, NAB believed that six conditions were important to a successful partnership process. Specifically, a community would be more likely to achieve its compact objectives if it: set long term, measurable goals; designated a business intermediary; developed a planning structure; established baseline data; secured financial resources; and engendered among its key players a willingness to collaborate.

These conditions have stood the test of time. The cities that best met these criteria were most successful and are well on their way to broad-based school reform. Those lacking these conditions have been much slower to achieve results.

Program outcomes have expanded the initial six conditions to include a variety of lessons learned. The degree of application of these findings by individual locations, as they attempt to create partnerships, will determine how successful their attempts will be.

Building successful coalitions is a delicate and complex process, dependent upon the context for the collaboration. Among the elements of this context are:

Historical relationships among the public, private, and educational sectors are primary indicators of how easily partnerships will be established. In cities where interaction was limited, the project provided an initial forum for discussion. Where relationships were open and comfortable, i.e., trust was in place and stereotypes were broken down, educators and employers could more readily focus their energies on meaningful school reform.

Communication and understanding among those involved are essential. Employers and educators often speak different languages and have different operating styles. Each must become fluent in the ways of the other. In order for collaboration to develop, the business community must be "educated about education," while school personnel must understand more about business' and society's broader needs in concrete, measurable, and definable terms.

Partnerships must have solid leadership and common vision with leaders, ideally, emerging from the top levels of all three sectors — business,

education, and government. The three must define a common set of goals and agree on a plan of action.

A forum for broad and ongoing discussion among key players must be established if communication is to be maintained and progress to continue. The strongest forum includes the mayor (or other local elected officials), the school superintendent, and leading business people. The forum may also include other key players who meet regularly to focus on the specifics of a Compact project. This also provides the link between the business and education communities to build future initiatives.

Collaboration is a dynamic process that shifts over time as new ideas are tried and relationships develop. As this process for business/education collaboration occurs:

Politics and turf issues must be downplayed among the three sectors and mutual trust built. Collaboration involves a willingness among diverse parties to work together toward a common goal or set of goals. Building trust among these diverse parties minimizes the focus on a single interest and the politics of achieving only one organization's goals.

Solutions must be tailored to local situations. While models are helpful, the diverse experiences of the 12 Compact cities show that there is no one approach to the problems of education or to the way employers and educators can work together. Models are only resources. Each location must find an agenda that mirrors the specific needs of the community.

There must be a commitment to share power among all concerned parties. At the heart of educational change is the recognition that business, government, and education are interdependent institutions. Each must have equal footing in the partnership and a stake in the outcomes. This requires very real power sharing and network building through the forum that built the collaborative effort.

Commitment must be followed with action. Businesses must commit personnel and resources to schools, and schools must be open to active involvement from business. Once partnerships are formed and common goals established, participants must put programs in place and make them work. Some of the work can only be done by the leadership, i.e., making phone calls to bring other organizations into the collaboration, assuring organizational commitment to the project, fund raising, assigning specific staff and line responsibilities for implementation, and actually ensuring that necessary participation by staff occurs. Successful Compact cities operated with this "hands-on" approach.

The Compact Project cities have demonstrated the complexity of planning and implementing educational change, shedding light on some factors specifically associated with improving education in America. Thus:

The promise of jobs is not enough. While those who remained in school were far more likely to get jobs after their graduation, the promise of jobs alone did little to entice those already tempted to drop out to graduate instead. Those students already turned off by schools that did not address their needs, either their different learning styles or social or health problems, still dropped out as before.

A "whole student" focus works best. Students at risk in school face multiple risks associated with their lives that influence more than their educational performance. Attempts to improve educational performance must garner the expertise and resources of the public and private sectors. Neither business, educational institutions, nor the government can solve the problem alone. They must work together to develop solutions that address the multiple factors in a student's life that have put that student at risk. Recognizing this aspect of the educational problem, several Compact cities have begun coordinating social services at the school, opening up the school to students and their families after hours, creating combined summer school and work programs, developing mentoring programs, or placing specialized counselors in schools to help students with many aspects of their school lives. These approaches recognize that each student has multiple needs that are typically met by different organizations.

Educational change is long term, complex, and costly. Compact cities learned early on that educational improvements cannot occur quickly or easily because problems with the system are intertwined with other serious social problems. Many agree that truly effective solutions must reach potentially at-risk youth from the earliest days of their education.

Business must be an involved advocate if meaningful change is to occur, finding constructive ways to effect educational change. By becoming informed about and involved on school boards at the local level, by advocating for educational restructuring at the state level, and by supporting policy initiatives at the federal level, businesses can help initiate the kind of positive, system-wide change that is necessary.

THE COMPACT CITIES

Each Compact city committed itself to first developing a successful business/education partnership. Having accomplished that, the sites hoped to create and implement programs designed to effect institutional change. In some cities, creating the partnership was the Compact's major focus. In others, Compact activities became part of a larger agenda of programs designed to improve educational opportunities for at-risk youth.

All of the participating cities have made some progress toward their goals, but it has occurred more slowly than anticipated originally. The project's start-to-finish timeframe of three to four years has proven optimistic. Instead, this was a period of introduction and strategy development, with the Compact Project serving as a catalyst for change.

Cities with working collaborative relationships have used the time to implement programs and learn about the nature and scope of their problems. Others faced bureaucratic barriers, resistance to change, and lack of communication and understanding about the needs of various sectors. Their efforts to form successful partnerships have been problematic.

While the original goals of the project were not accomplished in all cities, they all acknowledge that the Compact Project had some effect. Improved communication, increased knowledge, and willingness to change has emerged in most of the sites. Individuals and the organizations they represent have typically been able to glean critical learnings from their Compact Project experiences and, in some cases, move on to either a new type of program or to a different focus.

The Albuquerque Business Education Compact (ABEC)

Description and Goals: Staffed by the Albuquerque Private Industry Council and Economic Forum, ABEC is a business/education partnership involving Albuquerque Public Schools, the University of New Mexico, Albuquerque Technical Vocational Institute, local business, and government.

The project began as a program for potential dropouts. In return for improved attendance and academic performance, students received a five-year plan which aimed to nurture self-esteem and provide for career training. Each ABEC partner set objectives designed to improve the educational and employment outcomes of participating youth. Educators committed to reducing the dropout rate, increasing attendance, and improving academic performance. Employers pledged to provide mentors, summer and part-time jobs, and to give priority hiring status to at-risk participants. The university and technical institute proposed to increase admissions from the public schools. Local government promised jobs, staff support, and mentors. ABEC also committed itself to developing a database, improving education and support systems, and creating a forum for business, public agencies, and higher education. The forum would serve to encourage awareness and discussion of business and education concerns, and launch coordination efforts.

Accomplishments: ABEC has opened the lines of communication among Albuquerque business, education, and government, while it has raised awareness of the city's dropout problem and other educational issues. By accessing existing resources (i.e., the Economic Forum and Join-a-School), ABEC has provided a forum for discussing these problems among those parties with a direct stake in improving them.

ABEC has worked with others to implement several additional changes. These include placing a professional student advocate in schools; sparking a major data gathering effort by Sandia Laboratories to assess educational outcomes; and developing school-based advisory boards. These boards help principals use business strategies to implement goals and meet targets. As a result of ABEC's efforts, the city has adopted a broader view of the problems faced by at-risk students. It has initiated a child development program for three to five year olds, and received a grant to work with the parents of children under three.

Challenges: ABEC has yet to realize the goals it set for reducing the dropout rate while improving attendance and performance. Efforts to enhance still

further the business community's awareness of the educational issues and associated problems need to continue.

Additionally, businesses need to articulate their workforce demands to the schools more clearly.

Because the Hispanic population constitutes the majority of the population growth in Albuquerque, the issue of improving the educational outcomes for this group is likely to become more important to employers in the future. Members of the business community must be willing to make a serious commitment to working with the Hispanic community to address some of the social as well as educational problems they face.

The issue of leadership — from the business, academic, and Hispanic communities — must be constantly addressed if educational issues are to remain a high priority. Breaking down some of the barriers of understanding that still remain among these groups will be key to the eventual improvement in education.

Summary: ABEC did not accomplish many of its formal goals, but it did establish an effective communications network among the various sectors. This has raised awareness about educational and employment issues. The city's efforts to work with potentially at-risk youth during the preschool years represent ABEC's success at convincing the community that a long term, system-wide approach to educational reform is required. Numerous efforts are being made to take a more systemic approach to changing education outcomes, especially through the city's efforts to pay greater attention to the early childhood experiences of potential at-risk youth. Key to the eventual success of ABEC and its related programs will be maintaining and enhancing the momentum that has been established, working more closely with the schools, and continuing recognition that the collaborative process includes listening to all partners' voices.

The Cincinnati Youth Collaborative (CYC)

Description and Goals: CYC is a broad-based partnership — including representatives from business, education, government, and community service organizations — with an equally broad-based agenda. The Collaborative has determined to provide services to youth beginning in preschool and to continue those services through the college years or the youth's transition to work. Specifically, CYC hopes to reduce the dropout rate, increase enrollment in early childhood education programs, improve students' academic performance, increase the number of college bound youth, and promote work readiness. It seeks to ensure that all Cincinnati youth graduate from high school with training, knowledge, work habits, and motivation so they can realize their full potential either in the workplace or in college.

Accomplishments: CYC is characterized by intense involvement from top business, education, and government leaders. They have worked together toward a common purpose, begun coordinating existing youth projects, and garnered significant support for the Collaborative's efforts.

CYC raised $7.2 million, the majority given by business and supplemented by donations from individuals and foundations. The funds have supported a variety of projects, including a targeted program for at-risk students at schools in the distressed Taft District; pilot preschool programs; and a College Information Center, part of an initiative to build bridges to college.

The Collaborative established a scholarship program for needy students (Scholarships for Our Kids); an Earn and Learn Program to provide enrichment classes and part-time jobs for junior high school aged children; and a mentoring/tutoring program for high school juniors and seniors. It also instituted a demonstration program among seventh and eighth graders which requires them and their parents to sign a contract committing the youths to higher academic performance.

The Collaborative sponsored the Investment in Excellence Program. Here employers provide staff and teacher training, while student performance is monitored through the use of a database. Several schools also received computers for student use.

CYC planned to pilot programs and, once established, pass them on to other agencies. At this writing, the state of Ohio has taken over operation of the successful Earn and Learn Program as well as the preschool efforts.

The Collaborative's work has been rewarded with results. Student attendance is up, as are ACT scores among participants in the Taft project. Three pilot schools now have counselors, and the pool of mentors continues to grow.

Schools have responded positively to CYC — revising curricula, developing a student leadership program, creating a project for parent involvement (Parent Power), and working with the teachers' union to form a Career in Training Program.

Challenges: The Collaborative initially hoped to solve the problems of at-risk youth by developing and implementing creative programs during a short period of time. These programs would then be permanently installed in established agencies. This goal, however, has been reassessed. Improved educational outcomes require cooperation among multiple groups, each with their own issues and ways of operating. The Cincinnati Youth Collaborative has made great strides toward bringing these groups together for a common purpose.

Involvement still must be expanded, however. Business, government, community agencies, parents, teachers, schools, and school boards must fully commit themselves to the partnership process so that initiatives and outcomes can be fully shared. Widening the scope of programs from one district (Taft) to include the entire school system may enhance the partnership effort.

Funding is also a critical issue — both for the public schools and the Collaborative. While some elements of the business community have made a long term commitment to the goals of CYC, it is uncertain whether others will have the patience to sustain the effort.

Employers must continue to learn about the problems of education in Cincinnati if current programs and lasting reform are to proceed.

Summary: Considering the comprehensive agenda it set for itself, CYC has achieved a great deal in a short time. Numerical goals have not yet been met, but progress in many areas has been made.

The Collaborative committed itself to improving the lives of all Cincinnati children. In pursuit of that goal, it has fostered a greater understanding of the system-wide problems that put students at risk. It has initiated some excellent programs to address those problems.

CYC has increased awareness about the academic and social conditions facing Cincinnati youth, particularly in the inner city. It has encouraged the coordination of social services and shown the community how vital this coordination is when dealing with the multiple problems of at-risk students. It has marshaled the support of numerous groups — the Chamber of Commerce and the medical community, to name two — who have committed to working more closely with the schools. With continued commitment and funding, lasting improvements will occur.

The Detroit Compact

Description and Goals: The Detroit Compact is a partnership of 12 groups contained within two subgroups. School Partners — the first subgroup — is comprised of the Board of Education, the Superintendent of Schools, the Organization of School Administrators and Supervisors, the Detroit Federation of Teachers, the City-Wide School Community Organization (representing parents), and the City-Wide Student Council.

The second subgroup — community/business partners — includes employers; state and local government; civic, community, and religious organizations; higher education; and organized labor. The Compact's governing body is called the Main Table, with representatives drawn from top leaders involved in the project. Initiated by New Detroit, Inc. (an economic development agency), the Compact is administered through the Chamber of Commerce.

The Detroit Compact has committed itself to preparing students for work or higher education while guaranteeing scholarships and jobs for those who meet certain standards. Schools must apply to participate in the program and undergo a competitive selection process. Compact programs are then tailored to the needs of individual schools. The principal and faculty are required to approve their individualized program before participating. Students and their parents (or adult sponsors) must sign Compact agreements. Community and business partners provide on-site coordinators, mentors, tutors, and financial support while scholarship and job guarantees are made available. During its first year of operation, five of the city's 85 schools took part in the program. Twelve schools participated during its second year. That number is expected to increase annually.

Accomplishments: Detroit has attracted a wide range of partners to its collaborative; more than 80 civic, social, and professional organizations had an effect on its development. With the Main Table as its governing body, the Detroit Compact has been able to work efficiently, build a consensus about programs and goals, and provide a forum for discussion about school improvement. Much of the work is conducted by five subcommittees representing all the partners.

The Compact has established specific and high standards for its programs in the areas of reading, speaking, listening, writing, math, attendance, punctuality, conflict resolution, basic health and hygiene, interpersonal skills, personal management, teamwork and leadership. The superintendent of schools has incorporated these Compact standards into the system's Quality Education Plan.

The Compact requires signed agreements from all involved parties — a built-in mechanism for change that taps the resources of those responsible for the changes. It requires local Compact councils to be established at each participating school. These councils must develop a budget and a plan for academic improvement, and monitor the implementation of the Compact program.

The Compact has created a high school tutoring/mentoring program which may be replicated at elementary schools.

Challenges: With only 12 schools and a select group of students participating, the Detroit Compact is narrowly focused. High standards for student achievement are laudable, but they deny participation to too many who stand to benefit.

Relatively few schools have applied to participate in the program, and those with the poorest performance risk missing out on the chance to improve. Questions remain about why more schools do not seek involvement. Some feel the process may be too burdensome. However, the Compact hopes to provide an incentive to more schools by directing its funding toward those that become a part of the project.

The Compact's efforts currently focus on middle and high schools. Many believe programs must be broadened to include elementary and preschool education and earlier while the timeframe for achieving results should be no less than 10 years.

Summary: Detroit's partnership model built relationships among the many groups that must work together to effect school improvement. By recognizing the critical roles played by parents, community support systems, and teachers, and by building commitments from those groups, Detroit has significantly advanced the collaborative process. However, the risk that this approach carries is that the momentum necessary to bring along all of the schools, all of the students, and all of the other necessary groups is left in question.

Invest Indianapolis

Description and Goals: Indianapolis Public Schools, the city government, and local businesses formed this partnership with the expressed goals of helping at-risk students improve their performance in school and at work, and to encourage more youth to pursue higher education. To these ends, INVEST developed a pilot program at one of the city's most troubled high schools. It provided job incentives to juniors and seniors who would strive to improve their attendance and meet other job-readiness criteria.

Accomplishments: INVEST's first effort has had limited success, largely because the provision of jobs is the sole motivator for students, and the program attracts those who are already performing fairly well in school. The partnership did succeed in raising some community awareness about problems within the schools, changes that are needed, and ways to promote the change.

Several people initially involved in INVEST have formed another organization — Community Leaders Allied for Superior Schools (CLASS) — which has a life independent of the Compact Project but supports many of the same goals.

The Indianapolis Private Industry Council has redirected its youth programs in pursuit of stronger ties with the school system. The council now has staff in high schools who work with selected at-risk students.

INVEST surveyed the city's 20 largest employers to gain information about their workplace requirements. This information can help the Compact develop activities that yield maximum benefits.

Challenges: INVEST's pilot program suffered because it was too limited in scope. It operated in a single high school as a simple school-to-work transition program, lacking the broader supports and incentives required to help at-risk students make real gains. The effort also lacked support from educators and employers who often failed to recognize the seriousness of the problems facing the school system. Additionally, the program set unrealistic timeframes for improvement.

Future efforts must address the needs of at-risk students in a more comprehensive way, and must have the support and understanding of business and the schools.

Summary: Despite the limited success of its pilot, INVEST Indianapolis has had some positive effects. Its efforts have led to the formation of other city-wide programs, such as CLASS, and have redirected and improved the youth

programs of the Private Industry Council. INVEST has planted the seeds for continued efforts of education reform.

The Louisville Education and Employment Partnership

Description and Goals: City and county governments, businesses, and the Jefferson County Schools have joined to form The Louisville Education and Employment Partnership. With its long history of business/government collaboration, this compact decided to develop and implement a jobs program that would encourage students to remain in school and improve their academic performance. In return, students who graduated would receive opportunities for employment or continued education. Schools were expected to help students improve attendance and academic performance. Employers were asked to provide part-time and summer jobs for those still in school, and permanent jobs for those graduating.

The Partnership is one of many efforts for school reform in Jefferson County. The school system includes the city of Louisville and the surrounding county, a single school district of 93,000 students formed through a forced merger and desegregation order. The partnership is charged with serving all district high schools.

Accomplishments: The Louisville Education and Employment Partnership is one of the most successful Compact projects. School attendance rates have improved, the dropout rate has fallen, standardized test scores are up, and the rate of suspension has been reduced by 90 percent. In 1989, more than a third of participating seniors were provided with jobs while the rest completed high school or pursued higher education. Four hundred thirty-five businesses participated in the program.

School leadership worked willingly with business and government representatives, evidence of the area's longstanding atmosphere of cooperation. For example, the Superintendent of Schools sits on the board of the Chamber of Commerce. Relationships such as this set the stage for a broad-based initiative that achieved results quickly.

The business community in Louisville sees school improvements as a business necessity rather than a community service. They established a public education foundation that raised $9 million to put computers in the schools for kindergarten through 12th grade students and to support a Big Brother/Big Sister program. They supported the superintendent to move

toward site-based management, giving individual schools the authority to make their own planning and budgeting decisions.

Indeed, the business community views dollars spent on education as an investment rather than an expense. The school system understands employers' needs for accountability and measurable results. Participants must meet specific goals annually. Leadership councils meet quarterly to set additional goals, report on progress, and provide a forum for discussion. The leaders who envisioned The Partnership have worked hard to achieve results. Ownership of the collaborative is broad-based and equally held.

In 1990, the Partnership added a mentoring component which provides over 200 business mentors to some 1800 students. It opted to participate in the Cities in Schools program, which coordinates human services in the 21 high schools. The Partnership's Career Planners coordinate the students' academic and employment experiences to help prepare them for their post-high school lives. They use computerized instruction from the Computer Curriculum Corporation in the schools to help students improve basic skills when they are deficient. The program also teaches students how to apply to college, and encourages them to continue their education.

Challenges: Teacher support and involvement have been mixed; some teachers welcome The Partnership Career Planners as providing an important service, while others see their role and value as limited.

The Partnership is also looking to expand its funding base beyond the Private Industry Council, which currently covers the Compact's operating expenses with dollars from the Job Training Partnership Act (JTPA). This funding limits Partnership services to those eligible for JTPA services.

Summary: With a history of cooperation, the organizers of The Louisville Education and Employment Partnership were able to marshal support, develop an agenda, and realize results relatively quickly. They have initiated programs that are realistic, manageable, and yet able to affect the educational outcomes of children in Jefferson County. The leadership provided the vision and leadership necessary in such reform efforts, without engaging in turf wars or seeking center stage for their efforts. In part because a history of cooperation and collaboration already existed and in part because they work hard on maintaining cross sector relationships, Louisville's partners have begun to witness improvements in many of the measures established as indicators of success. Louisville's school system is already undergoing the type of broad-based reform that many other cities are finding is needed, enabling The Partnership to tap into many other ongoing initiatives and focus its efforts on various aspects of school-to-work transition.

The Memphis Youth Initiative (MYI)

Description and Goals: In 1989, several major corporations with an interest in youth programs created the Memphis Youth Initiative.

The Initiative established three committees, each with a different role in promoting education reform.

The "Goal I Committee" sought to raise to grade level the reading and math abilities of third graders by 1991. The "Goal II Committee" sought to reduce the dropout rate and increase the number of high school graduates. The "Proposals Committee" reviewed proposals for events, activities, and community-based youth programs.

Accomplishments: MYI's committee structure has provided a forum for discussing issues and promoting change. The Initiative has led to the formation of new community programs that can effect educational outcomes. The Parenting Coalition is one example. This community-wide awareness effort is creating a small grants program and review committee for parenting activities; developing legislation; providing workshops for improved reading skills; and training parents to prepare their preschoolers for academic success. MYI's activities have led educators, social service providers, and other organizations to form a second coalition. It seeks to improve student recruitment efforts and coordination of services; to establish communication between principals, guidance counselors, and service providers; and to develop strategies for marketing youth programs.

The Initiative's Proposal Committee has coordinated external efforts to work with schools, thereby eliminating duplication of services.

MYI's future depends on the outcome of a proposal to combine city and county schools. Whether or not area leaders will see benefit in pursuing the Compact's objectives remains to be seen.

Challenges: MYI has had trouble recruiting high profile leaders with the clout needed to make the project go, and has had difficulty maintaining equal support from among the various sectors. This is partly due to the perception that the Initiative is but a small piece of a larger — and highly controversial — education reform package.

MYI and other Memphis youth programs must endeavor to serve those students most at risk while dealing more directly with racial barriers and local politics.

Summary: MYI has made significant progress in stimulating dialogue and raising awareness. The conflict around the schools has resulted in increased knowledge about school conditions by both the business community and the community at large. Now, this knowledge has to be used to move the majority of the business community to action. Higher expectations of school performance have resulted, placing additional pressures on an already stressed system. The coordination and cooperation between schools and other groups necessary to transform these expectations into changes in the schools are still being developed.

The Greater Miami Partnership

Description and Goals: This partnership, which represents the city of Miami and Dade County, includes the Private Industry Council (PIC), Dade County Public Schools, the Metropolitan Dade County government, and area employers. The partnership is chaired by a business representative. It seeks to expand and coordinate business involvement in schools, increase opportunities for youth, and enhance the quality of education. Initially, the Partnership adopted the goals of the PIC/Cities in Schools program — to reduce the dropout rate by providing jobs for graduates, to improve workforce readiness, to increase access to jobs, and to improve opportunities for higher education — for its goals. Currently, it is working to expand these goals.

Accomplishments: The Greater Miami Partnership developed within the context of a major school restructuring initiative in Dade County. The initiative focuses on school-based management and shared decision-making, emphasizes budget decentralization and efforts to improve schools with individualized program and strategic planning, as well as new curricula.

Schools in Dade County are very progressive. They well understand the Partnership's goal of encouraging the private sector to provide jobs as incentives for students who finish school. The Private Industry Council supports the efforts of the Partnership, as they complement its existing agenda.

The Partnership is working to develop a forum for greater business/education collaboration, and a marketing piece to publicize the importance of such cooperation. It is attempting to coordinate existing programs and plans to provide baseline data on business/education alliances that exist within the county.

Challenges: The Partnership is one of many business/education programs, and as such it is difficult to isolate and evaluate its process. This Compact project has had trouble attracting top business leaders and defining specific shared goals.

Because of the multiplicity of existing programs in Dade County, the objectives of the Partnership appear less urgent to potential supporters. And with so many municipalities comprising Dade County, bringing local governments, chambers of commerce, and other organizations into a single forum has been difficult. Many of these communities have successful local business/education partnerships in place. Hence, the efforts of the county-wide project may seem redundant.

In addition, this area is dealing with numerous serious social problems, including crime and drug use. For many these issues have eclipsed their need to work with the schools more than they already are. A final factor is that the business community is not yet experiencing workforce shortcomings.

Summary: The Greater Miami Partnership has promoted business/education cooperation, but it has not yet been successful in acquiring the broad-based support and leadership necessary for complete success. With so many similar efforts at work in the county, the role of the Partnership is evolving toward that of catalyst and coordinator of existing collaborative activities. As such, it stands to serve as a resource for both the business and the education communities.

The Pittsburgh Promise

Description and Goals: This Compact project is part of a larger program called Pittsburgh's New Futures (PNF) Careers, an effort developed by the Pittsburgh Chamber of Commerce and Board of Education. The Careers program is administered by Partners in Education, a consortium of groups concerned with public education issues. These groups include businesses, nonprofit organizations, civic groups, and institutions of higher learning.

PNF, to which Careers and hence the Pittsburgh Promise belong, helps at-risk high school students become productive adults by keeping them in school, enhancing their academic achievement, improving their long term employment prospects, and preventing teen pregnancy. PNF is funded by the Annie E. Casey Foundation.

The Pittsburgh Promise is a school-to-work transition program operating at two PNF schools. It provides students access to entry level jobs while

encouraging improved academic performance and higher attendance rates. As part of PNF Careers, the Pittsburgh Promise bolsters Careers' ability to reach its objectives. In addition, Careers seeks to provide on-the-job support to new graduates; develop work readiness through career awareness programs, volunteer work, and summer and part-time jobs; and nurture self-esteem and personal development. The Careers program has set specific and measurable levels for these goals as well as for desirable skill levels and competencies. PNF Careers also tries to coordinate existing programs that serve the city's youth.

Accomplishments: With communication between the public and private sectors well established before the creation of the Pittsburgh Promise, the project has been able to put its energies into encouraging long term participation from key community leaders while implementing a plan of action to achieve its goals.

Within the broader scope, PNF Careers and the Pittsburgh Promise are creating a network of exchange between employers and the school system which could improve students' access to career opportunities.

The PNF Careers is specifically intended to address the access that Pittsburgh high school students have to jobs and career opportunities. The establishment of specific outcome objectives for high school graduates which has been informally incorporated into the school district's mission for grades kindergarten through 12 represents one potentially important step toward fulfillment of these objectives. In addition, the school district, aware of the need for changes in pedagogy to achieve these objectives, is seeking additional funding for staff development.

The two pilot high schools have established career centers which will enhance the connection between school and work for students. These centers will house written materials on higher education and jobs, as well as portfolios showing examples of individual Pittsburgh Promise students' work, and may provide a model for future development across the system.

Challenges: The Pittsburgh Promise only began operating in 1989, so results are limited. Negotiations to form the Pittsburgh Promise were complex and lengthy due to the complicated inter-organizational nature of the program.

Because of Pittsburgh's strong private sector representation on the Allegheny Conference, a powerful local policy making body, the larger companies have dominated some of the decision making as well as the jobs initiative. There is a sense that additional jobs may be available if the private sector representa-

tion becomes more inclusive of smaller and mid-sized companies in the area in addition to the large companies headquartered in Pittsburgh.

An additional concern is that the administrative component of the Pittsburgh Promise has acted as a "middleman," preventing direct communication between businesses and schools as had previously occurred. Ultimately, of course, better coordination may result from having a single organization serving as an umbrella and assuring that redundancy of programs and services is not a problem, but the transition period is difficult. PNF Careers established a Career Council with subcommittees to focus on specific issues. However, much of the Council's work has been delegated to lower level staff which has decreased the effectiveness.

The business community must translate its role in education reform into a commitment that goes beyond discussion and dollars. It must be willing to give time as well as resources. For their part, schools must have the freedom and determination to try new programs and revise methods of instruction that are tailored to their specific concerns.

Those involved in the Pittsburgh project recognize the inability of a simple jobs program to keep students in school when they face a variety of problems. PNF Careers should not be viewed as just another program among many. Instead, the career centers have the potential to develop into a more comprehensive component offering individual students the greater range of services they may require.

While some players have begun to recognize the importance of linkages among services, the city of Pittsburgh still needs to coordinate its initiatives for at-risk youth. Major players in PNF must view the program's efforts and costs as a long term investment in the city's future.

Summary: Pittsburgh has taken some important and necessary steps in the long term change process. The players there recognize that much more fundamental change is necessary and are working hard to make it occur. Their strategy for school improvement can be found in an emerging vision of what needs to be accomplished and how it can be accomplished. Players in PNF Careers and the entire New Futures effort are beginning to recognize the long term nature of the change process they are attempting. They are learning a great deal, often through struggles to understand the dynamics of system change. With continued patience, their learning will bring about desired change. Although Pittsburgh's "promise" is not yet fulfilled, the new awareness of the processes involved in institutional change lend credibility to the initiatives that are now underway.

The Providence Compact

Description and Goals: This Compact is a project of the Providence Public Schools, the business community, the Chamber of Commerce, higher education, the teachers' union, and the Public Education Fund.

The Compact operates a school-to-work program designed to encourage students to remain in school. It offers academic remediation and support services for non-academic needs. It promotes self-esteem and exposes students to the world of work. The program has specific life, job-readiness, and work maturity skill levels that must be acquired by participating youth.

The Compact's initial program operated at a troubled inner-city high school, but met with little success. The project then initiated similar programs at two other schools, and added a third the following year.

Accomplishments: The Providence Compact provides part-time jobs and work site mentors for students during the school year. The Chamber of Commerce supplies case workers to help at-risk students at each of the three sites meet the requirements for attendance and performance. Participating schools help identify those at risk and develop support services for them. Students who wish to continue their education beyond high school may take part in a last dollar scholarship program staffed by two counselors who are paid by Providence Public Schools and the Public Education Fund.

A summer program for 25 at-risk youth operated by the Compact and Brown University used personal computers to help students improve their math and reading skills. Because of this program's success, the Compact plans to establish a similar school year effort at one of its high school sites.

The business community recognizes the need to upgrade student skills, and is willing to work with the schools to accomplish this goal.

Challenges: The failure of the initial program at the troubled high school was only a temporary setback for the Compact. With the lessons learned at this and the other three sites, Providence plans to try the program at the problem school again and expects to meet with greater success.

The Compact is also working to increase awareness of and commitment to the program's goals among the business community. Employers must broaden their perspectives on the issues affecting at-risk students while schools must develop educational competencies for the program.

Summary: Providence represents an example of a school-to-work transition program that appears to have the potential to make meaningful changes in some students' lives. By building in a monitoring function in the schools, by providing extra student services, and by providing mentors on the job, the Providence Compact offers students an opportunity to find role models, to experience the world of work developmentally over a period of time, and to provide incentives to improve their in-school performance. Perhaps because the city has only a few high schools, the pilot project seems to be working. Currently, the scope of the Providence Compact is more limited than other Compact Project cities that have taken on the issue of fundamental school reform. There may be a need in the future to expand the scope of the effort if curricular improvements become a focal point for the collaborators.

Rochester Jobs, Inc.

Description and Goals: This Compact project is part of a preexisting community-based program called Rochester Jobs, Inc. (RJI). With funds from the Job Training Partnership Act, RJI was created in 1984 to pursue education reform. It used the Boston Compact as a model to develop a Jobs Collaborative which placed counselors in each of the city's high schools. It used the grant from the National Alliance of Business to offset the cost.

Like the Boston model, this Compact convinced businesses to give "preferential interviewing consideration" to students in the program. The Chamber of Commerce and the Industrial Management Council took the lead in developing this initiative.

Accomplishments: RJI's Compact project is one of many ongoing programs in Rochester addressing education reform, and it is regarded by the community as one piece of a larger collaborative effort to improve the city's schools. The project has given new importance to the idea of school-to-work transition. It has also compiled data for a study comparing Compact participants with a control group. The RJI Compact component is now funded by the Rochester Private Industry Council.

Challenges: Because it is embedded within a larger reform effort, isolating and assessing the progress of the RJI Compact is difficult. Local business had strong involvement in education reform prior to the Compact's development. Thus, the program's accomplishments are modest when compared with larger, ongoing efforts.

Employers have been reluctant to guarantee the best jobs to graduates, so those provided through the Compact have not always led to viable careers. Business support needs to be strengthened. The Compact must work harder to make youth see the correlation between success in school and success on the job.

Summary: Collaboration between business and educators was well underway in Rochester prior to the inception of the Compact project.

The city already had a long term view of education reform. Planners saw the need for coordination, parent involvement, and broad-based change.

Reformers did not view the Compact as especially important to their efforts, and the project's funding was used for operational expenses related to program implementation. The impact of this spending has been less obvious than anticipated. However, the Compact has helped reformers identify the missing links in their ongoing efforts to improve the education in Rochester.

The San Diego Compact

Description and Goals: This Compact is coordinated by the San Diego Private Industry Council and staffed by representatives from the PIC, San Diego Schools, and the business community. Its primary goals have been to increase public awareness about educational issues and to promote cooperation among the business, education, and government sectors.

To these ends, the Compact has attempted to increase concern about the problems of at-risk youth; inform community leaders about the impact of these problems on San Diego's quality of life; serve as a clearinghouse of information; promote cooperation; and secure commitments of action from Compact members.

Accomplishments: The San Diego Compact organized a dropout center and parent involvement program, developed an inventory of existing projects for at-risk youth, and sponsored a dropout prevention conference with the local school district.

The Compact has encouraged greater cooperation between San Diego Public Schools and the PIC. These new relationships may lead to further coordination in the future.

Challenges: San Diego has few large corporate employers, and the interests of the business community seem fragmented. Encouraging involvement and leadership from private sector members has been difficult.

Educational problems are a minor concern among San Diego employers, perhaps because these problems have yet to affect the available labor pool in a large scale way. As a result, Compact programs have been limited in scope. They have not led to system-wide changes.

The lack of business involvement in Compact efforts prompted San Diego Schools to seek foundation and government grants to fund educational reform. The schools have thus made their own progress toward improving the academic system.

Summary: The San Diego Compact has made progress toward developing a collaborative relationship between the Private Industry Council and the schools. However, it has made few gains in increasing awareness of the connection between improved education and an improved workforce. The lack of existing networks among employers, the lack of a perceived crisis in the schools, and the Compact's inability to attract significant leaders have contributed to the project's problems. The San Diego initiative has lost momentum. If it is going to be reactivated, the participants will have to demonstrate increased commitment and enthusiasm from participants.

The Seattle Youth Investment (SYI)

Description and Goals: Representatives from business, education, the Mayor's office, and the Chamber of Commerce constitute this partnership, which is coordinated by the Seattle-King County Private Industry Council and the Seattle-King County Economic Development Council. SYI currently operates in the Seattle school system, but has plans to expand to other county schools.

The project seeks to reduce the dropout rate, improve academic achievement, prepare students for the workforce, and provide them with entry-level jobs while encouraging employer involvement in education. SYI operates a summer intervention course for students in danger of repeating a school year. It provides part-time jobs for at-risk youth, and is developing self-paced learning labs for these students.

Accomplishments: With funding from the Seattle Public Schools, the U.S. Department of Labor, and NAB, the Seattle Youth Investment conducted a study of public school dropouts. The study provided important data from which programs could be fashioned. It also pinpointed important aspects of the city's dropout problem.

SYI's efforts to develop new classroom technology, offer part-time jobs and provide summer intervention have proved effective. The collaborative has developed a Middle College program which provides alternative education to dropouts aged 16 to 21.

Seattle s Superintendent of Schools supports the work of the initiative. The Economic Development Council has hired a full-time SYI director to work closely with the schools and further the goals of the project.

A new group, the Seattle Alliance, has formed in the city. Comprised of corporate chief executives and the head of the Urban League, this body seeks to work with the schools on such matters as management needs, strategic planning, budgeting, and human relations.

Some of the Alliance's membership overlaps with that of SYI, so there is potential for those two groups to work together in the future.

Challenges: The Seattle Compact was slow to coalesce. Various partners initially had different objectives, so the formation of the project represents the clarifying of goals and a unity of purpose. However, employers, educators, and government representatives must work harder toward alleviating the dropout problem and furthering SYI's other goals.

As success begins to emerge, SYI's efforts show promise of effecting real improvement in school programming. For example, teachers who work in the summer intervention program would like to see some of the program's techniques incorporated into the regular school year curriculum.

SYI must continue to raise awareness of the mutual needs of businesses and schools regarding education, especially education of the economically disadvantaged. SYI's goals frame some of the ongoing needs, aided by the results of the dropout study. The SYI became a reasonable forum for discussion of educational issues that might have taken much longer to gain focus otherwise.

Summary: The Seattle Youth Investment has made some progress toward focusing attention on high risk students, dropouts, and the potential for school-business collaboration. Still, much remains to be done. The programs that emerged after a great deal of discussion are contributing to the achievement of their goals. Given the prior fragmentation in the community around education issues, the emergence of the Seattle Alliance is a positive sign of interest from the business community in the city's educational (and other social) issues. The potential to learn from the programs and discussions of the SYI to link elements of the Seattle community is great.

ACKNOWLEDGEMENTS

The National Alliance of Business is grateful to the U.S. Department of Health and Human Services for the grant that made the Compact Project and this report possible. The Alliance also thanks HHS Project Manager, Dr. Hossein Faris, for his advice and guidance during the past four years, as well as participants in each of the 12 Compact cities who shared their insights and expertise.

NAB extends special thanks to the following:

Albuquerque
Lee Bray, Paula Delap-Padilla, Mark Sanchez, Bob Stam, Moises Venegas

Cincinnati
John Bryant, Lee Etta Powell, Peter Strauss, Robert Wehling

Detroit
Herman Coleman, Elysa Robinson, S. Martin Taylor, James Vollman, Geneva Jones Williams, Lois Work

Indianapolis
Tom Houlihan, Andre Lacy, Joseph McGeehan, Tom Otto, Roy Vanderford, Karen Willis

Louisville
Martin Bell, Malcolm Chancey, Jane Charmoli, Donald Ingwerson, Angelo Vaccaro

Memphis
Dot Bilsky, Robert Brannon, Carol Coletta, Sarah Lewis

Miami/Dade County
Clark Cook, Roger Cuevas, Harriet Spivak, David Ziska

Pittsburgh
Jeanne Berdik, David Farley, Ron Sofo

Providence
Arthur Robbins, Arthur Zarella

Rochester
Susan Keefe

San Diego
Jeanne Jehl, Earl Parker, Rod Tompkins

Seattle
Susan Byers, Dianna Finnerty, Steven Nielsen

The research and findings for *The Compact Project: Final Report* were produced by Professor Sandra A. Waddock, Carroll School of Management, Boston College, under the direction of Sandra Byrne, NAB Project Manager. Margaret George-Levin of NAB and Rita Dettmar provided editing assistance.

The following Compact Project organizations may be contacted for additional information:

Albuquerque
Albuquerque Business
Education Collaborative
Albuquerque Private Industry
Council
1701 4th Street, SW
Albuquerque, NM 87102
(505) 768-6050

Cincinnati
Cincinnati Youth Collaborative
1700 Chiquita Center
250 East 5th Street
Cincinnati, OH 45202
(513) 621-0033

Detroit
The Detroit Compact
600 West Lafayette Blvd.
Detroit, MI 48226
(313) 964-4000

Louisville
The Louisville Education and
Employment Partnership
305 West Broadway, Suite 506
Louisville, KY 40202
(502) 581-9155

Pittsburgh
The Pittsburgh Promise
Chamber of Commerce
Three Gateway Center
Pittsburgh, PA 15219
(412) 392-4518

Providence
The Providence Compact
Greater Providence
Chamber of Commerce
30 Exchange Terrace
Providence, RI 02903
(401) 521-5000

Seattle
The Seattle Youth Investment
2510 Columbia Seafirst Center
701 Fifth Avenue
Seattle, WA 98104
(206) 386-5040

Or you may contact the NAB Center for Excellence in Education, 1201 New York Avenue, NW, Washington, DC 20005, (202) 289-2900.

BEST COPY AVAILABLE

NATIONAL ALLIANCE OF BUSINESS

1201 NEW YORK AVENUE, NW • WASHINGTON, DC • 20005-3917

R 4276

CU/291/5